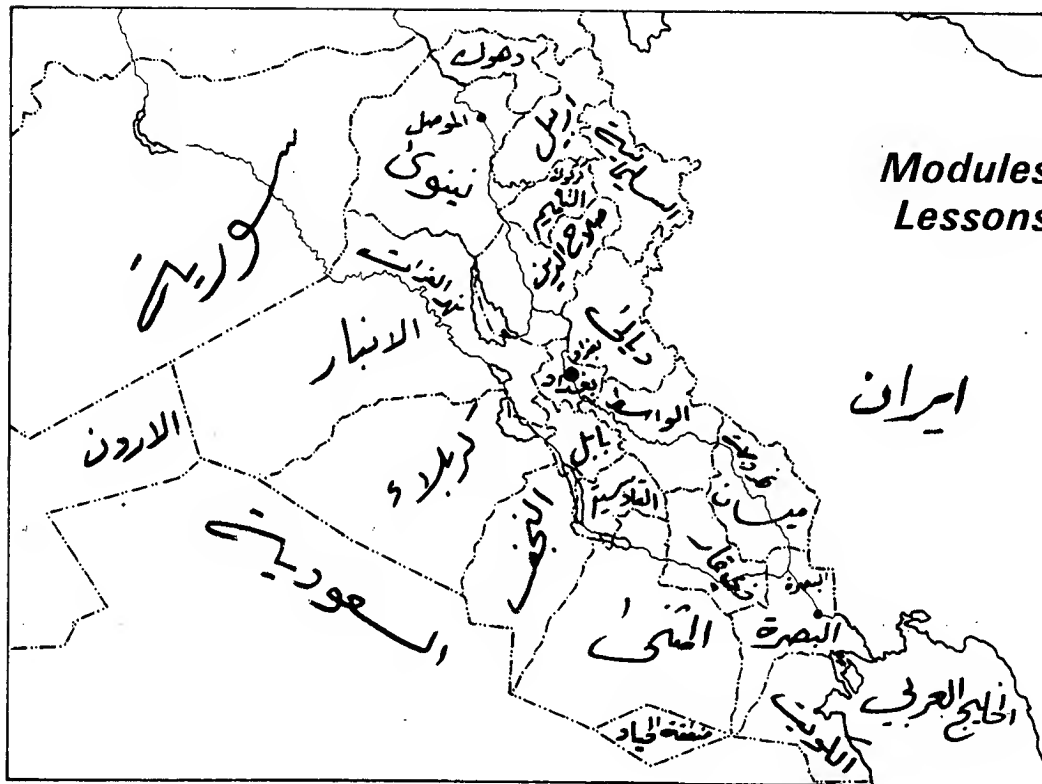


**ARABIC
IRAQI COURSE**

SPEAKING EXERCISES



June 1985

First Edition

**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**

CONTENTS

Module 1 Activities	1
Module 2 Activities	4
Module 3 Activities	6
Module 4 Activities	8
Module 5 Activities	11
Module 6 Activities	15
Module 7 Activities	18
Module 8 Activities	20
Module 9 Activities	24
Module 10 Activities	26
Module 11 Activities	29
Module 12 Activities	32

SPEAKING EXERCISES

MODULE 1

ACTIVITIES

ACTIVITY A

1. The instructor greets the class and is greeted in return, then pairs off the students and asks the pairs to greet each other in turn. Emphasis should be placed on variation.

2. Students pair off, then each pair, in turn, leaves the room and reenters. One of the pair introduces the other to the rest of the class and asks them to introduce themselves to the visitor. You may use any imaginary names and occupations.

3. Every student leaves the room except the monitor, who is playing the role of the host. The rest of the class starts coming in, one by one. After greetings, the host invites the visitors to sit down and offers coffee.

The visitors do not know each other, therefore from the second visitor on introductions must ensue. Again you may use imaginary names and occupations.

ACTIVITY B

1. The class is preparing a picnic. Discuss food, drinks, and cooking responsibilities. The whole class participates in the orderly discussion.
2. The instructor designates a student to play the role of one who has missed class for almost a week. He shows up today. The rest of the class inquires about his absence. Upon hearing that he had been sick, they wish him well and express their relief for his safe return.
3. Repeat Situation 2. Different students play the roles. The cause this time is traveling.

ACTIVITY C

1. The setup is an office. The players are:
 - a) a manager,
 - b) a secretary,
 - c) two visitors who are friends of the manager's.

The visitors enter, greet the secretary, identify themselves and state the purpose of their visit. The secretary apologizes, tells them the manager is busy in a meeting and offers seats and tea, and a limited discussion ensues.

2. One student invites the class to dinner at his house and sets the date. Some of the students accept with thanks, others decline. Give their reasons and apologies.

3. After dinner, the guests and hosts retire to the living room and engage in a conversation over tea.

ACTIVITY D

1. One student plays the role of an adjutant. The rest are officers in the same unit. The place is the Officers' Club. The adjutant informs the rest that their CO has been transferred and suggests a sending-away party. The group discusses the arrangement, place, date, menu and so on.
2. One student suggests that it would be nice if, one of these days, the whole class could go to lunch together. A discussion follows about picking a day, a place, whether to invite the instructor and so forth. Some students object to certain places, some cannot make it on certain days and give their reasons and so on.
3. The whole class discusses having a potluck lunch and decides who brings what, including something to drink.

SPEAKING EXERCISES

MODULE 2

ACTIVITIES

ACTIVITY A

1. The class is divided into two groups. The subject of the discussion is the planning of a tour of the local towns. Discuss dates, times, logistics and so on. Each group is independent from the other. In each group there are those who prefer a different day and those who can't agree on the timing. Hammer it out and arrive at decisions.
2. The class should be divided into pairs. Each pair will ask and tell each other about a typical weekend, chronologically, with times.
3. The class should be divided into pairs. Each one in each pair chooses a location, anywhere in the world, and asks to know the time there. Alternate the roles.

ACTIVITY B

1. The subject is the Superbowl. The whole class participates. Argue about the date, the day, the week, the time of day. At the end there will be agreement on everything.
2. The situation is the same as above. Someone suggests that they all get together to watch the game. Ideas flow. One student invites the group to his house, another offers his house and gives the reason, another suggests meeting that morning for breakfast first and more and more ideas and suggestions get discussed.

ACTIVITY C

1. Set up one or two recruiting offices, each manned by a student. Then test the class, one by one, as students come in to enlist and give answers to biographical questions.
2. The class should be divided into pairs. Each person in the pair gets all the biographical data about the other. Then when all are finished each student in turn reports the gathered data to the class.
3. The instructor writes a name of a famous personality on the blackboard and pairs off the class. Each pair has 10 minutes to list all the biographical data they can come up with about the personality and then the pairs take turns reporting to the class. If need be, a discussion will ensue.

ACTIVITY D

The class should be divided into groups of threes. Each group is made up of a personnel manager, a secretary and a job applicant. The applicant walks in, the secretary receives him, they exchange greetings. A variety of situations may be set up such as:

a. The applicant has made an appointment and he is expected. The manager is ready for him, the manager has not arrived yet or the manager is in a meeting.

b. The applicant has no appointment. The manager may talk to him, does not want to talk to him or asks him to wait a bit.

c. Many variations could be tried while the applicant is waiting-- different social exchanges may take place.

SPEAKING EXERCISES

MODULE 3

ACTIVITIES

ACTIVITY A

The class is divided into two groups. Group A selects an object and shows it to Group B, then leaves the room with it. Outside, the group decides on a spot within a 500-yard radius to hide the object. One member goes to hide it. The rest returns to the room. One member is selected to give directions to Group B as to how to find the object. Group B may ask questions for clarification. The rest of Group A answers the questions. Group B huddles, goes over the information, decides on the location and picks a member to go retrieve the item.

The groups switch roles and repeat the game. The instructor plays the role of a referee who assigns points from 1 to 5 for each function of both groups. The losers provide coffee.

Caution: Attempts to bribe the referee are considered a cause for disqualification.

ACTIVITY B

1. The doctor's game. Patients, a nurse, and a doctor are needed for the game. The nurse takes the usual information from every patient as they come in. The patients are then called to see the doctor one by one. The rest of the patients, who are still sitting in the waiting room, engage in conversation as they please.

2. The fainting game.

An employee faints in an office. The manager asks another employee to call an ambulance. The rest of the class, as the ambulance crew, is waiting outside. The second employee notifies the ambulance crew who comes in and removes the stricken employee. The crew chief asks general questions about the patient's health. Take turns.

ACTIVITY C

A member of the class is missing today. He did not even call. He lives alone. The class wants to call him at home. Nobody has his phone number. The matter gets discussed. Suggestions like checking address books and the phone directory don't pan out. One member suggests calling directory assistance; the missing classmate is unlisted. Carry out the situation to a conclusion.

ACTIVITY D

1. Assume that the majority of the class does not have private cars. They ask each other questions about the local public transportation system, such as routes, numbers, cost, times, conditions and so on.
2. Students A and B want to go downtown on the bus. The buses are crowded; they can't find room after waiting a whole hour. They discuss the situation and decide to take a cab. They get a cab and have a conversation with the driver about destination, fare and so on.

SPEAKING EXERCISES

MODULE 4

ACTIVITIES

ACTIVITY A

1. The whole class participates in this discussion. Arrange to have lunch together. Discuss inviting the Syrian and Egyptian classes. Choose a place after a thorough discussion. Arrange transportation. Lunch, of course, is Dutch.

2. With books closed, the instructor will read the following Iraqi paragraph and:

1. He will ask each one of you a question.
- b. He will have each one of you ask another student one question.
- c. He will then divide the class into two groups, and give you two minutes to huddle, then summarize and report what you understood.

الموصل مدينة قديمة بناها نور الدين الايوبي على نهر دجلة . كبال

المدينة الاشورية نينوى التي جانت عاصمة الاشوريين .

سموها الموصل لانها بذاك الوقت جانت توصل المدن التجارية المهمة ومعظم

طرق التجار تمر بيها . الموصل اكبر مدينة بشمال العراق وصايرة قريبة من

المنطقة الجبلية . مناخها كلش حلو ومعتدل لذلك يسموها أم الربيعين .

ACTIVITY B

1. The class should be divided into two groups. Students in Group A are merchants. Group B students are shoppers who are shopping for necessities and souvenirs. Use any available articles and set up make-believe shops. The prices are not fixed; haggle.
2. The instructor will pick one, two or more students, depending on class size, and instruct them, away from the rest of the class, to go open up shops in pre-selected spots, not too far from the classroom. He will also designate the goods each one is supposed to be selling. The rest of the class play tourists. The instructor acts as the tour conductor. The tourists, each in turn, asks the conductor where they can find the items they are looking for. He will then give each of them directions to the shop that sells those particular items. Before everybody disperses, the instructor announces that they should meet him in 15 minutes at a pre-selected place. He then gives directions to the place but does not give the name of the place.

ACTIVITY C

The restaurant game. Set up a make-believe restaurant complete with waiters/waitresses, maitre d' and cashier, depending on the size of the class. The rest of the class act as customers. The customers walk in, the maitre d' greets them and asks whether they have reservations. Proceed with the rest of the events as the situation allows. Be flexible.

ACTIVITY D

The class is divided into pairs. One in each pair is presumed to be an Iraqi, and the other is planning a trip to Baghdad. Proceed with questions and answers for 15 minutes. Switch roles and continue for another 15 minutes. For the rest of the period the class asks the instructor the same questions they used. Compare notes.

ACTIVITY E

The instructor engages the class in a trip to Baghdad and a night on town.

SPEAKING EXERCISES

MODULE 5

ACTIVITIES

ACTIVITY A

1. Student A is a platoon commander. He comes in the platoon's bay and calls Student B, who is the platoon sergeant, and informs him of his promotion to the rank of and congratulates him. He also informs the platoon that the vacancy will be filled from within. Student B accepts the congratulations with thanks and expresses his sorrow for having to leave the platoon. The rest of the class, one by one, congratulates the sergeant and says a few more words about losing him and the good old times with him.
2. Student A is a company commander who calls his platoon commanders to discuss the plans for the company's part in the coming exercise. The company is ordered to attack the enemy. Discuss troop assignments, formations, routes, timing, the line of departure, the line of assault and other pertinent items.

ACTIVITY B

1. Student A is one of the platoon commanders in the aforementioned Activity A-2. He gathers his section leader, the rest of the class, to brief them. Their platoon is the reserve and is charged with final assault. Discuss targets, timing, synchronization, assault line, fire support and location and any other aspects of assault you can think of.

2. Student A is a brigade commander, B is an air force squadron commander, C is an artillery battery commander, D is a signal company commander and E is an engineer company commander. A has called a meeting with all the support branches to discuss their situations and the support they can offer in the upcoming exercise so that he can formulate his plans. The discussion centers around availability of equipment, planes, transport, men, depots and so on. The rest of the students will act as executive officers.

ACTIVITY C

Student A is an engineer platoon commander, who informs Student B, his platoon sergeant, that they have been ordered to lay a minefield in the approach of a bridge. B asks about the size of the area, number of antitank and antipersonnel mines and other pertinent information. After B gets all the information he needs, he goes to his platoon (the rest of the class) and assigns their duties, such as drawing the mines, loading, bringing them to the area, selecting a landmark, charging a man to draw the field map and so on.

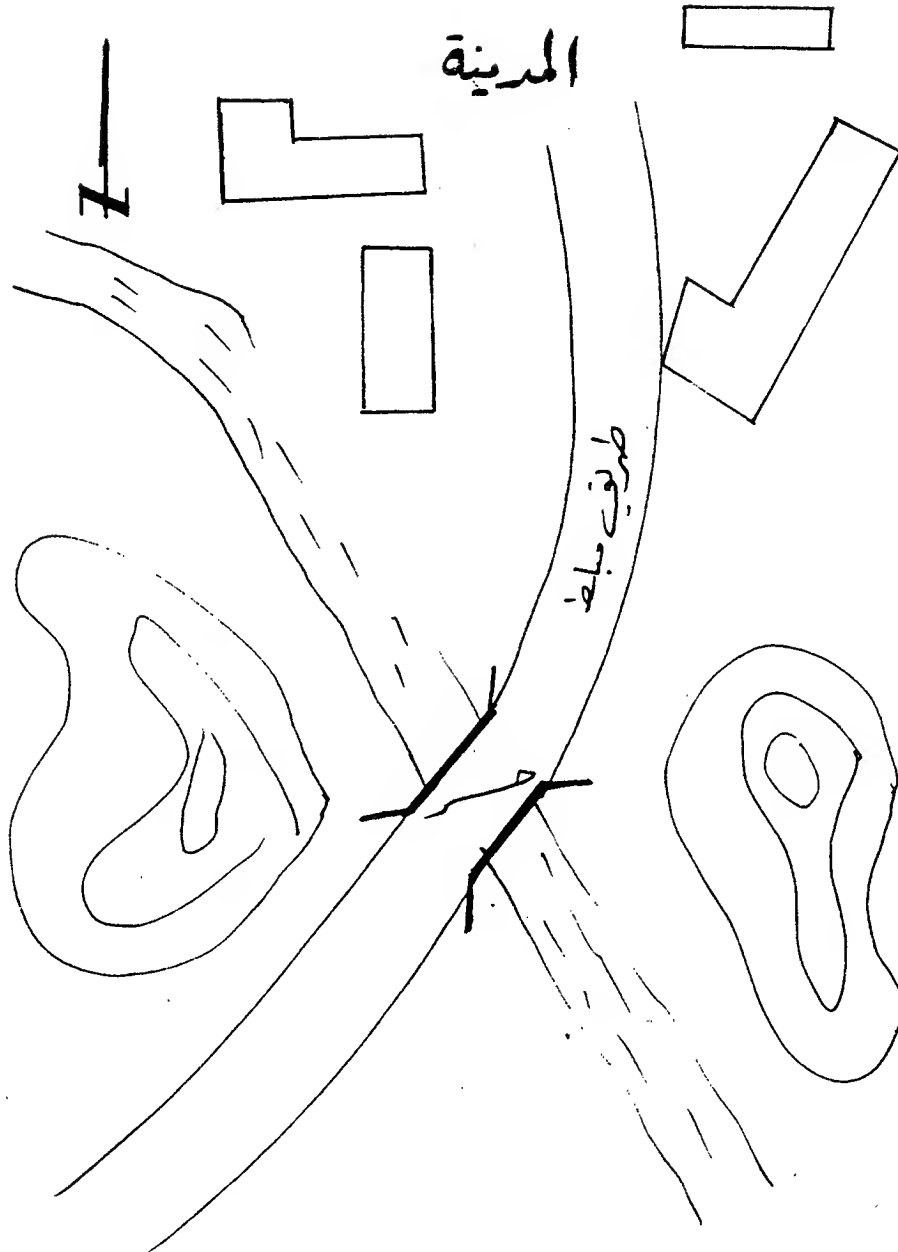
ACTIVITY D

1. Student A is in the air force, B is in the navy, C is in the marines and D is in the army. Each brags about his branch of service, any way he/she wants. The instructor acts as a moderator. Repeat the exercise until each student has had at least one role to act.

2. The class is divided into two groups. Study the map on the next page and the information under it. Each group has five minutes to discuss and put down a plan to occupy a defensive position, to deploy troops, to estimate fire power and to consider other defensive measures available.

Now the two groups meet, and each presents its plan to the other. A discussion should follow after each presentation. Now the entire class helps in finalizing the plan.

ACTIVITY D



عندك سرية وحضيرتين رشاشات وحضيرة هاون ٤ عقدة وحضيرة هندسة وياها
مفرقات والغام ضد الدبابات وضد الاشخاص . العدو وفوج يريد يتقدم عالطريق
من الشرق ويحتل المدينة

SPEAKING EXERCISES

MODULE 6

ACTIVITIES

ACTIVITY A

1. Student A plays the role of a recruiting sergeant who is talking to a senior class in a local high school to encourage them to enlist. The rest of the class asks questions about pay, number of years, choice of branch, living conditions, duration of boot camp and so forth.
2. The instructor will ask some students to give their opinion about what they heard from the recruiting sergeant in above.
3. The instructor will conduct a secret ballot among the class on the effectiveness of the presentation.

ACTIVITY B

Repeat all of Activity A with different students playing the role of the sergeant, one at a time.

Now the instructor compares the balloting and announces the name of the super-sergeant, who must be addressed as "sir" by the rest of the class for the rest of the day.

ACTIVITY C

Student A is a drill sergeant. Student B represents a platoon and Student C is an observer who will critique both later. Student A gives 5 commands to B. B assumes the stance of a platoon during drills. B might make mistakes, and A must correct him. C then gives his critique.

The activity should be repeated until all students have had a chance to play every role.

ACTIVITY D

The enemy has just raided from the air a rear area support airfield. Student A is the base officer of the day who reports the after-raid condition of the base to the base commander, Student B. The commander sends a verbal message through his orderly, Student C, to the engineer company commander, Student D, to send a crew to repair the damaged runway and taxiway.

B also asks A to go check with the fire chief, E, and report back.

ACTIVITY E

1. Student A is a naval commander informing port authority, B, of his return. Pretend that you are communicating by radio. Go meet the ship of Commander A. C tells his assistant, D, to go get the pilot boat ready.
2. Student A is a naval lieutenant who asks the port authority, Student B, for a tugboat to tow one of his disabled torpedo boats to the dry dock. B asks him to locate his position, then contacts C to take his tugboat and go tow the disabled boat. C's boat is being repaired. B decides to put E on the job. E then gets all the information he needs from B and goes out and reports to A.
3. Repeat segments 1 and 2 with different students.

SPEAKING EXERCISES

MODULE 7

ACTIVITIES

ACTIVITY A

This activity is designed for two hours.

1. The class is divided into two groups. The groups are sent out to choose a small, close-by area and draw a sketch of it. Each group must indicate on the sketch approximate directions in degrees* and actual distances in paces. The sketch should include a prominent landmark, easily recognizable. The time allowed for this preparation is 15 minutes. Back in the classroom each group in turn verbally describes its sketch to the other group. The other group takes notes and asks questions; allowable time is 15 minutes. After this has been done, the first group hands their sketch to the instructor who acts as a referee. The other group is then asked to send a representative to the board and under directions from the members of his group draws the sketch described to him. Time limit is also 15 minutes. In the last five minutes the instructor evaluates the sketch and grades it.

2. The next hour the roles of describing and drawing are reversed. The instructor will also evaluate the sketch on the board, then declare the winning group.

*With arms stretched flat with shoulders and aligned with two objects by sight on either side, then one hand or the other may be moved and sighted to a third object, the degree of the angle can be estimated by sight.

ACTIVITY B

This activity should take a whole period. With variations it may be expanded to two periods.

Student A is a battalion commander who calls his intelligence officer, Student B, and tells him to go interrogate the newly-captured prisoner and report back to him. B finds out from A, by question and answer, which company or troops captured the prisoner, then contacts Student C, that unit's CO, and gets what he can from him. He is now is put in touch with the prisoner, Student D, whom he interrogates. B finds that the prisoner had on him a book written in code. He calls his assistant, E, and tells him to work on the code.

The whole class gets involved. If there are more students in the class, the instructor can find roles for them, for example, the sergeant who guarded the prisoner, the individual who conducted the first search or the medic who examined the prisoner. But, if not enough students are available, some students can double up on roles.

ACTIVITY C

Student A is divisional commander who is meeting with Students B, C, D, and E who are the liaison officers of engineers, artillery, armored and tactical air force units, respectively.

A is planning an attack on the enemy positions in sector 3. He discusses his needs from each liaison officer and listens to his situation, needs, questions and so on. The liaison officers may ask for help or clarification from each other too, through A, of course.

SPEAKING EXERCISES

MODULE 8

ACTIVITIES

ACTIVITY A

Student A is the platoon sergeant, who announces to the class, his platoon, that they are going to the firing range tomorrow, and lists the equipment each one needs for that. The rest of the students, one by one, tells the sergeant that he is missing an item, which must be named. The sergeant then orders Student B, the senior corporal, to compile a list of all the items and take it to the quartermaster. Another student, C, doubles up as the quartermaster sergeant. B takes the list to C. C tells him to send every man to draw his own item. B relays the information to A, who tells the men to comply. When each man arrives at C's station, C asks, "What happened to the missing item?" The man gives an answer. C then issues the item and demands a signature. The instructor will assign the various needed stations.

ACTIVITY B

Students A, B and C are platoon sergeants in the same company. The company has just finished a competition in disassembling and assembling Vickers, bazooka and 4" mortar.

The three sergeants are in the coffee shop bragging about their respective platoons, and each claims that his platoon is the winner. Student D is another sergeant, but in a different company. He is sitting with the three and listening intently. When they finish arguing, he ventures his opinion and explains why, based on what he heard. At this point Student E, who acts

ACTIVITY B

as the company's first sergeant walks in and announces the winner based on a formula of time, accuracy, organization and neatness.

Some students may have to play more than one role.

ACTIVITY C

Student A is an expert on combined forces operations. He is now reviewing with his class such force's organization, composition, operations, advantages and limitations in an open forum.

ACTIVITY D

Wargames.

The accompanying map depicts a battlefield, enemy forces and their deployment. You represent a combined arms force whose task is to attack and destroy the enemy. The instructor will appoint one student to play the role of a referee, and also distribute the rest of the roles outlined below:

1. Commander of the combined arms force.
2. Commanders of the following units.
 - a. Air tactical group with a squadron of helicopters.
 - b. Tank regiment.
 - c. Engineer regiment.
 - d. Artillery regiment.
 - e. Mechanized infantry.

The combined arms force commander meets with his unit commanders to discuss and formulate his plan. The following are guidelines for discussion.

ACTIVITY D

The instructor projects the map on the next page on an overhead projector. The combined arms force starts to implement the plan. The referee creates unfavorable situations for the forces. The commanders take remedial action which the referee evaluates, then decides the unit condition and situation accordingly.

Some of the remedies available are: changing directions, diverting part of of the unit to a new target, calling for support from artillery, air, tanks, infantry or engineers and so forth. The game comes to a conclusion when the referee declares that the enemy was defeated or that the attack was stopped completely and he orders a retreat.

If the number of students available is not enough for all the roles in this game, each student may play two roles or some of the units can be eliminated.

SPEAKING EXERCISES

MODULE 9

ACTIVITIES

ACTIVITY A

1. Each student speaks briefly about the geography of his home state and answers questions from the others.
2. Each student speaks briefly about natural resources, industry and agriculture of his home state and answers any questions.

ACTIVITY B

1. The whole class represents the senate of a given state. Some time ago the state passed a law lowering the age for legal drinking. Since then problems have arisen. The senate is now debating the issue. Carry the debate to a conclusion.
2. Each student represents his state in the U.S. House of Representatives. Debate the issue of returning the draft law, and carry it to a conclusion.

ACTIVITY C

1. The class is divided into two groups:
Group A is an Iraqi delegation in the U.S. to discuss trade matters.
Group B is American trade officials.

The Iraqis are interested in farm machinery and refinery equipment and would like to pay in oil and dates.

ACTIVITY C

2. The class is divided into two groups. Group A is an Iraqi delegation looking for engineers to design and supervise the building of a dam near Baghdad. The remaining students are engineers who have come for interviews.

The engineers are interviewed one at a time, about personal data, education, years and kind of experience, companies they have worked for and so on.

ACTIVITY D

1. Student A is a visiting history professor from Al-Mustanseriyyah University presenting a lecture to the class about Iraq's history. He tells the class to speak Arabic because his English is not all that good and that he likes them to ask questions which he will try to answer.

2. Student A is an Iraqi scholar, a specialist in the history of the U.S., who asks the class to field questions, in Arabic, which he will answer.

ACTIVITY E

Student A is Iraq's permanent representative to the U.N. visiting the class on an invitation from DLI's commandant. The representative is in the classroom now, inviting the students to ask, in Arabic, about Iraq's geography, natural resources, government and history.

The students take turns playing Student A's role.

SPEAKING EXERCISES

MODULE 10

ACTIVITIES

ACTIVITY A

Stump the instructor game.

The instructor starts the game by saying a complete sentence. The student sitting immediately to the instructor's left has to say a complete sentence that starts with the last letter of the instructor's sentence. The game moves clockwise. Each one has only one minute to complete the turn. Anyone who gets stumped must stand up and apologize in a complete sentence in Arabic. The game will be resumed by the next student starting with a new sentence.

ACTIVITY B

1. Student A is writing a paper on Iraq's socio-economic conditions.

Student B is an expert on religion in Iraq.

Student C is an expert on customs in Iraq.

Student D is an expert on family structure in Iraq.

Student E is an expert on the economy of Iraq.

Student A interviews each one for three minutes, and then summarizes his findings.

ACTIVITY C

Student A is an M.D.

Student B is a father.

Student C is a son/daughter.

Student D is a travel agent.

Student E is a banker.

B brings C, who is sick, to A. A examines C and declares that he cannot be treated locally and that he must be taken to a hospital in Europe. A collects his money on the spot. B cannot offer the expense for a trip and hospital costs in Europe. He goes to E and borrows the money. He then goes to D and makes arrangement for the trip. During all this time C complains about his pain. The area of pain is optional.

ACTIVITY D

Student A is an Iraqi student who has just returned from the U.S. after finishing his freshman year at M.I.T. The rest of the students in the class are his close friends. They are all now sitting in كهوة عزاي . The friends are anxious to hear about the U.S. They proceed to ask questions about living standards, customs, restaurants, college life, religion and so forth. Student A answers their questions and spices the situation with relating some of his unusual experiences.

ACTIVITY E

Student A is an American visiting in Baghdad. Student B is an Iraqi who is A's host. Each of the remaining students is a specialty shopkeeper in the old market in Baghdad. A requests B to take him to the old market to buy some souvenirs. A speaks Iraqi.

Now A and B are in the old market. They move from shop to shop and buy items such as head gear, a water pipe, a tea brewer, a silver tray, a dress and shoes.

SPEAKING EXERCISES

MODULE 11

ACTIVITIES

ACTIVITY A

Student A is a newspaper reporter. The rest of the class are the Iraqi soccer team in the Olympic games. Student A interviews the team. The following are suggested questions.

1. Name, age, hometown, number of years on the team.
2. Position on the team. International experience against other teams.
3. Education, profession.
4. Opinion about people and life in the U.S.
5. Any other questions the class or the instructor might come up with.

ACTIVITY B

Play TV games such as "The Match Game," "Family Feud," "What's My Line" or similar conversational stimuli. The instructor will assign roles and help control the game.

ACTIVITY C

A. The instructor will divide the class into two groups, and give Group A 10 minutes to prepare an article about an American wedding party. At the same time, Group B discusses and prepares themselves to critique Group A's article.

B. Switch assignments. You may change the topic, if desired, to a football match or some such thing.

ACTIVITY D

The instructor assigns the following roles to the students:

1. a painter
2. a photographer
3. a comedian (on stage)
4. a serious actor (on stage)
5. a TV actor
6. a movie actor
7. a circus operator

Each student in turn talks about his art and work for three minutes, then takes questions from the rest and answers them. Each questioning session lasts four minutes.

ACTIVITY E

1. The instructor presents to the class the following two poetry lines:

وإذا ساء فعل المرء ساءت ظنونه	وصدق ما يعتاده من توهم
ومعادي محبيه بقول عداته	واصبح في ليل من الشك مظلم

Then he splits the class into groups and instructs them to study and discuss the lines within the groups. After 10 minutes he names one group to explain the meaning. Then he asks the second group for points of agreement and disagreement. He grades the groups on a scale of 1 to 10.

2. Repeat the exercise with the following two lines:

اصادق نفس المرء من قبل جسمه	واعرفها في فعله والتكلم
وما كل هاو للجميل بفاعل	ولا كل فعال له بمتعم

The groups' roles should be switched.

The instructor now totals up the grades and announces the winners.

SPEAKING EXERCISES

MODULE 12

ACTIVITIES

ACTIVITY A

The characters are:

1. a traveler
2. a customs inspector
3. a customs police officer
4. a cabdriver
5. a hotel clerk
6. a bellboy

The plot:

The traveler arrives at Baghdad's airport, picks up his luggage and reaches the customs inspector. The inspector opens the luggage and goes through the items and asks questions here and there until he gets a hold of a pill bottle. He suspects the pills. The traveler shows him the prescription. The inspector calls the police officer. The traveler prevails, goes out, hails a cab, gives directions and haggles about the price.

Follow through until the traveler is in his room at the hotel.

The instructor assigns the roles.

ACTIVITY B

Repeat Activity A, but with different roles to different plays :

The customs inspector suspects a jar of herbal tea.

The police officer insists on lab analysis.

And at the room in the hotel there are no towels.

A note to the instructor:

Depending on situations and circumstances you may, if you wish, repeat with several variations.

ACTIVITY C

Student A is an American in Baghdad. Student B is A's interpreter. Student C is an Iraqi bank employee. A with his interpreter, B, goes to the bank where C works to open personal and company accounts.

Discuss the types of accounts, interest rates and exchange rates and choose the information to be printed on the checks.

ACTIVITY D

Repeat Activity C with different students and add the buying of traveler's checks.

ACTIVITY E

Student A, an American in Baghdad, goes shopping at a store. Student B is the storekeeper. A selects a few items such as shirts, socks, underwear and so forth. He can't find prices or sizes, therefore he asks B. Finally he asks for the total and attempts to pay with a check. B does not accept checks. A offers traveler's checks. B still insists on cash and offers to put A's things aside until he comes back with cash. A asks directions to his bank. B gives directions. A hails a cab and discusses fares.

ACTIVITY F

Repeat Activity E with different students, if time allows.

ACTIVITY G

An employee in your office faints. Call an ambulance. The rest of the class will act as medics administering first aid and asking questions.

ACTIVITY H

Fire breaks out in your kitchen at home. Evacuate your family and call the fire station. You find out that your little son was the cause; he was playing with matches. Talk to him, and to your wife about being more careful with matches and that she should not leave stacks of old newspapers anywhere around the house.